

## Linking *Foundations* to the NC Standard Course of Study: **Math**

<b>Foundations: Mathematical Thinking and Expression (p 44)</b>	<b>NC Standard Course of Study: Kindergarten Math</b>
<p>Children begin to experiment with and use numbers and counting in their play.</p> <p>Children begin to make estimates based on experiences with objects (e.g., "Will this block fit in the same hole?") (Scientific Thinking and Invention, p. 46)</p> <p>Children begin to use a variety of strategies to solve problems.</p>	<p><b>COMPETENCY GOAL 1:</b> The learner will recognize, model, and write whole numbers through 30.</p> <p><b>Objectives</b></p> <p>1.01 Develop number sense for whole numbers through 30.</p> <ul style="list-style-type: none"> <li>• Connect model, number word (orally), and number, using a variety of representations.</li> <li>• Count objects in a set.</li> <li>• Read and write numerals.</li> <li>• Compare and order sets and numbers.</li> <li>• Use ordinals (1st-10th).</li> <li>• Estimate quantities fewer than or equal to 10.</li> <li>• Recognize equivalence in sets and numbers 1-10.</li> </ul> <p>1.02 Share equally (divide) between two people; explain.</p> <p>1.03 Solve problems and share solutions to problems in small groups.</p>
<p>Children begin to understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less)</p> <p>Children begin to participate in activities that involve non-standard measurement</p> <p>Children begin to describe or demonstrate a sequence of events;</p> <p>Children begin to understand the passage of time within their daily lives (daily routines and the order of events).</p> <p>Children begin to demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow) (Scientific Thinking and Invention, p. 46)</p>	<p><b>COMPETENCY GOAL 2:</b> The learner will explore concepts of measurement.</p> <p><b>Objectives</b></p> <p>2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).</p> <p>2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).</p>
<p>Children begin to recognize and describe common shapes.</p> <p>Children begin to understand and use words that identify different positions in space (e.g., in, out, under, over).</p>	<p><b>COMPETENCY GOAL 3:</b> The learner will explore concepts of geometry.</p> <p><b>Objectives</b></p> <p>3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.</p> <p>3.02 Compare geometric shapes (identify likenesses and differences).</p> <p>3.03 Model and use directional and positional vocabulary.</p> <p>3.04 Complete simple spatial visualization tasks and puzzles.</p>
<p>Children begin to use a variety of strategies to solve problems</p> <p>Children begin to make and check predictions through observation and experimentation.</p> <p>Children begin to represent and demonstrate an understanding of discoveries (drawing, graphing, communicating) (Scientific Thinking and Invention, p. 46)</p>	<p><b>COMPETENCY GOAL 4:</b> The learner will collect, organize and display data.</p> <p><b>Objectives</b></p> <p>4.01 Collect and organize data as a group activity.</p> <p>4.02 Display and describe data with concrete and pictorial graphs as a group activity.</p>
	<p><b>COMPETENCY GOAL 5:</b> The learner will model simple patterns and sort objects.</p> <p><b>Objectives</b></p>

<p>Children begin to sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall)</p> <p>Children recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements.</p>	<p>5.01 Sort and classify objects by one attribute. 5.02 Create and extend patterns with actions, words, and objects.</p>
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